

The debate about methods of using the laboratory plan (Dalton Plan) during history and social studies classes in the "Istorik-Marxist" journal in 1927

Tuhvatullin A.

Kazan Federal University, 420008, Kremlevskaya 18, Kazan, Russia

Abstract

© author(s). The importance of the problem investigated is caused by modern trends in the Russian educational system which aims to seek new teaching methods for various disciplines including historical ones. The reference to debates about teaching methods in History and Social Studies in the second half of 1920s allows to make a practical use of the ideas that were never realized because the unified Soviet educational system was established in 1930s. The purpose of the article is in investigation of the debate that took place in 1927 in "Istorik-Marxist" Journal, as well as the analysis of the main problems that arise in the process of using the Dalton Plan and ways of their solution. The leading approaches to investigating the problem given are the comparative-historical method and the essential-substantial analysis. The article shows in retrospect the condition of teaching historical and public disciplines in the Soviet system of education, examines the process of the debate about methods of using the Dalton Plan in the "Istorik-Marxist" Journal, reveals certain complications that teachers of the second half of 1920s faced and offers the ideas of their solution. The ideas of the article can be useful for researchers in the field of education history, varieties of pragmatic methods use while teaching the Humanities, the USSR public opinion in the second half of 1920s.

<http://dx.doi.org/10.5539/jsd.v8n4p24>

Keywords

Methods of teaching history, Social studies, The "Istorik-Marxist" journal, The Dalton Plan, The system of education